

STATE PLANS HB3



Under HB 3, school boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- at least one assigned district-level administrator or employee of the regional education service center for the district’s region to coordinate implementation and submit an annual report to the board on the district’s progress;
- an annual review by the board at a public meeting;
- an annual report posted on district and campus websites; and
- specific, quantifiable, annual goals for five years at each campus.

Early childhood plans are required to include:

- annual goals for aggregate student growth on 3rd grade math and reading STAAR;
- annual targets for students in each group evaluated under closing the gaps domain;
- targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan’s goals and that considers the unique needs of students in bilingual education or special language programs.
- annual targets that may be set for students in bilingual or ESL programs.

College, career, and military readiness plans are required to include:

- annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and
- annual targets for students in each group evaluated under closing the gaps domain.

District Name	Stephenville ISD	Superintendent	Dr. Eric Cederstrom	Date of Board
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2021	xx%	31%	55%	xx%	60%	xx%	33%	27%	32%	xx%	30%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Early Childhood Literacy Progress Measure 1

The percent of Pre-K students that score On Track on CLI Engage Phonological Awareness will increase from 43% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	45%	47%	50%	53%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score on or above grade level on NWEA Reading will increase from 63% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	65%	67%	70%	73%
NWEA on or Above MOY	57%	69%		
Percent Met NWEA Growth Projection	42%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	50%*	54%	66%	100%*	50%*	xx%	67%*	57%	44%	N/A	51%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
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Early Childhood Math Progress Measure 1

The percent of PreK students that score On Track on the CLI Engage math assessment will increase from 79% to 83% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	80%	81%	82%	83%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score on or above grade level on NWEA Math will increase from 62% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	64%	66%	69%	72%
NWEA on or Above MOY	55%	82%		
Percent Met NWEA Growth Projection	50%			

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	50%*	50%	72%	100%*	100%*	xx%	67%*	47%	46%	N/A	44%	N/A	N/A
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Early Childhood Literacy and Math Targeted Professional Development Plan

PROFESSIONAL DEVELOPMENT: All Kindergarten through 3rd grade teachers will complete The Science of Reading Academies over the next three years. All Kindergarten, First, and Second teachers and administrators who were in the first cohort completed the Reading Academy. The second cohort of third grade teachers, administrators, and late hires are currently enrolled in ESC Region XI Academies. They are slated to finish in June.

PROFESSIONAL DEVELOPMENT: Bilingual teachers will continue to work with Cognitive Solutions LLC to improve Bilingual program. Coaching and Consulting model Data Review and Intervention Plan Development

PROFESSIONAL DEVELOPMENT: Provide Planning Days for teachers to implement TRS. Planning Days 4x per year with a focus on utilizing the Instructional Tools of TRS.

CURRICULUM: A systematic phonics program (Saxon Phonics) will be implemented. In year 2 of implementation.

ASSESSMENT: All students will take NWEA Map Growth Assessment three times a year to monitor individual student growth.

These growth numbers are IN SPITE OF the pandemic year. NWEA norms are based on typical NON-PANDEMIC years. Even though many of these kids were likely starting the year with lower starting RITs than we might have seen in the past. Their growth is still based on similar student profiles in a typical academic year.

According to NWEA standards we have Average Growth

Below 21% Low Growth

21-40% LoAvg Growth

41-60% Average Growth

61-80% High Average Growth

Above 80% High Growth

ASSESSMENT: All students will take a TEA approved K-2 Reading Diagnostic MClass. MClass assessment is currently open and the EOY testing is being completed. MClass also serves as our required dyslexia screening measure in Kindergarten and First Grade.

CCMR Targeted Professional Development Plan

POLICY AND PROCEDURES: Procedures will be established to ensure that students are prepared for IBC assessments. Students will be required to take a pre-assessment prior to registering and taking an IBC assessment. In the fall CTE meeting, the teachers will review the IBC procedures and submit a plan of action for the spring IBC assessments. The fall CTE meeting resulted in the individual teachers estimating the number of certifications they expect to be completed by the end of the year. The TEA IBC list was reviewed to match current program courses with the available IBC offerings. This information was disseminated to all CTE teachers.

POLICY AND PROCEDURES: SHS will establish curriculum pathways that will lead to an increased number of IBC opportunities. The Health Science program has a full-time teacher. Auto Tech and Computer Science are active pathways leading to new IBC opportunities. SHS leadership will ensure that the new teachers have an understanding of IBC opportunities & the materials needed for student success. The auto tech program students are actively working toward certification. The computer science program was reinstated during the 2021-2022 school year. The Design and Multimedia Arts endorsement was added for the 2022-2023 school year which leads to the Adobe Photoshop certification.

POLICY AND PROCEDURES: SHS will work with Ranger College to improve retention of students in current programs by establishing monthly check-ins with the students and teachers. Mrs. Adams has corresponded and met with the Ranger College teachers multiple times regarding student engagement and progress. Each associate degree candidate has reviewed the Associate Degree requirements with a counselor and will meet again in November for the spring semester planning. The number of students working toward an associate degree has increased from 2 in the class of 2021 to 7 in the class of 2022.

POLICY AND PROCEDURES: Research additional Dual Credit opportunities for the students. SHS is reviewing the cost of paying for one dual credit course per senior for the spring semester to determine feasibility. Seniors were offered 1 dual credit class paid by SHS in the spring semester.

POLICY AND PROCEDURES: SISD will provide payment of exam and testing fees as funds allow. As funds are available, SHS will pay for IBCs.

STUDENT OPPORTUNITY: SHS will offer TSIA 2 test prep opportunities for students. Students will be enrolled in TSIA prep courses through Edgenuity prior to late fall testing. Parents will receive a callout and email regarding this online opportunity. A new system is in place for pre-assessment and practice opportunities. This became available in spring of 2022. The students and parents receive the information via call out and email. With the opening of the new computer labs at SHS, the students are tested during the school day.

STUDENT OPPORTUNITY: Students who are not successful on TSIA will be enrolled in a college prep course to ensure college readiness in ELA and Math. The college prep course will be offered to students that are not successful in Fall TSIA testing. SISD is also exploring the College Bridge Program to assist students in the transition from high school to college. Due to the delay with construction, TSIA 2 testing was pushed to spring 2022. Seniors who did not master the math portion were offered tutoring by a high school teacher. Juniors will be tested in April and will be offered college prep, if needed.

STUDENT OPPORTUNITY: Students will be given access to IBC curriculum and study materials. The new auto tech and computer science IBC materials will be purchased. Since all Auto tech students are in the beginning class, the IBC in this area will be implemented in future years. Teachers have Perkins funding to purchase IBC materials and procedures to access the funding are in place.